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The New Hierarchy: Where's the Boss?
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VOL. 115 No. 8

LIBRARY

FEATURES

The New Hierarchy 40
BY JOANNE R. EUSTER Where's the boss?

MOVING RIGHT ALONG: SPECIAL TRAVEL SECTION
Travel by the Book 45
BY JOHN BERRY, JUDY QUINN, & NORA RAWLINSON Where's everybody going?

Travel Audio 48
BY JEAN CRICHTON Taking you by the ear

Voyages by Video 51
BY GINGER CURWEN Worth the trip?

Seven Imperatives for Library Education 55
BY LAWRENCE W.S. AULD Library professionals and educators working together

The Most Productive Faculty 61
BY DANNY P. WALLACE A survey of faculty publication data

COLUMNS

Online Databases 64
BY CAROL TENOPIR Multimedia CD-ROM

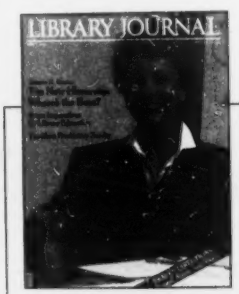
Managing Technology 66
BY ROBERT WALTON Shared Automated Systems Governance: A Checklist of Issues

NEWS

Late Bulletins 13
Pulitzers go to Hijuelos, de Grazia, Karnow

News 16
RLG connects preservation and electronic access

Automation News 30
Introducing Meridian's desktop CD-ROM unit



Rutgers's Joanne R. Euster makes some "seductive" points as she reconfigures the hierarchy of organizational structures in "The New Hierarchy: Where's the Boss?" on page 40.

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MAY 1, 1990

JOURNAL

☐REVIEWS☐

Review Contents 73

Prepub Alert 74
Styron's *Darkness Visible* and Heatter's dark chocolate

Prepub Best Sellers 79
From Steel's Nam to Roosevelt's murder

Reference 82
Dictionary of Scandinavian Literature, a heroic undertaking

Arts & Humanities 86
A disarmingly modest Corman in Hollywood

Social Sciences 94
The Fourth of May recalls Kent State killings

Science & Technology 104
The ultimate outdoor building project book from Rodale

COMPUTER CURRENTS 106

Fiction 111
Reservations Recommended for Kraft's new novel

Classic Returns 119
Jack Kerouac is back on the road

Professional Reading 120
Desktop publishing for librarians

Magazines 122
Seventy pages on the status of wild horses

Video Reviews 124
Getting the scoop on "Scoop" Jackson

Video Movies 128
A paean to the father-son relationship

Audio Reviews 130
Two from Stewart's Arthurian legend

Index 134
Book Review, Classic Returns, & Professional Reading

☐DEPARTMENTS☐

Editorial 6
The "New" *Library Journal*

Ready Reference 35
Methods that work for librarians

Library Market Outlook ... 36
BY DEBORAH SELSKY Reading Gains in Popularity in the United Kingdom

Literacy Clearinghouse 39
BY NANCY HARVEY DAVIS & PAM FITZGERALD

Letters 8

People 34

Checklist 70

Buyers' Guide 71

Classified 136

Index to Advertisers 143

Calendar 144

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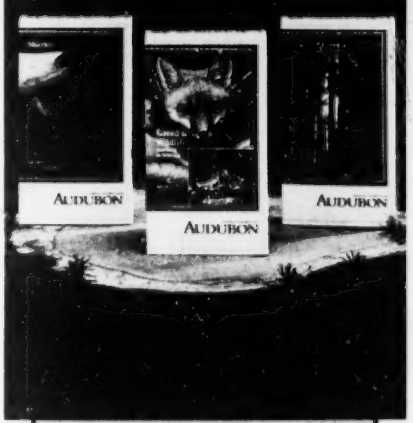

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LIBRARY MARKET OUTLOOK

BY DEBORAH SELSKY

Reading Gains in Popularity in the United Kingdom

According to the Publishers Association's *Book Trade Year Book 1989*, book readership in the United Kingdom is increasing. Nearly 60 percent of the people interviewed in 1986 claimed to have read a book during the previous month, as compared to only 54 percent in 1977. Reading books as a leisure activity is more popular in the summer than in the winter. In the summer, 53 percent spent some of their weekly leisure time reading a book. In the winter, 46 percent indicated they had read a book.

ple who never read a book for pleasure are men than women: 27 percent of the men claim they never read a book for pleasure, as compared to only 18 percent of the women. As can be expected, reading patterns also differ greatly by social class. Of the people in the highest social class, 46 percent read a book for pleasure every day, while only eight percent never read.

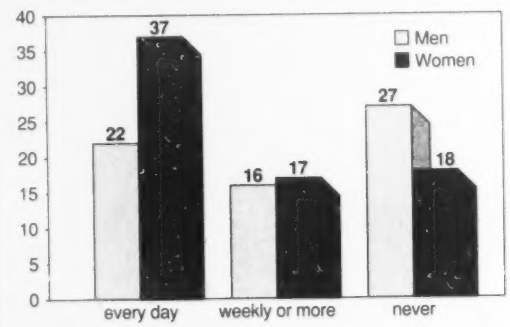
Men and women differ in terms of the types of books read for pleasure, but everyone reads more fiction than nonfiction. In general, women

of-age group. This older population visits the library much more frequently; nearly half borrowed the book from the library and 26 percent bought the book.

Interestingly, the British population differs from the American population in their method of obtaining the books they read. According to a Maritz Marketing Research Survey, Americans are twice as likely to buy the books they read than to borrow them from the library.

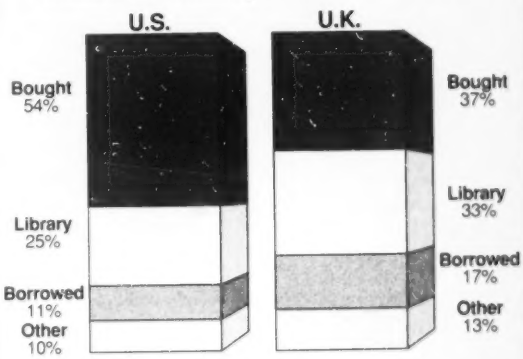
In the course of a year, British people visit a bookshop more fre-

Reading for Pleasure
% of British People Reading with This Frequency



Source: The Publishers Association; *Book Trade Year Book 1989*

Method of Obtaining Books: U.S. vs. U.K.



Source: Maritz Marketing Research; The Publishers Association

CHARTS BY LISA HILGERS

In terms of frequency, 30 percent of the British population read a book for pleasure every day. An additional 16 percent read at least once a week, eight percent once a month, and ten percent less than monthly. Of the remainder, 14 percent read for pleasure only on holidays or when they are ill, while 22 percent never read a book for pleasure.

Women read more frequently than men; 37 percent of the women read every day, compared to 22 percent of the men. More of those people read more fiction (76 percent) than men (59 percent) and men read more nonfiction (37 percent) than women (22 percent).

The most popular types of books among women are romance novels. More than half of the women surveyed were reading either a romance, crime, or modern novel. Men primarily read crime books, but show a great deal more variety in their reading lists than women.

Of those people who indicated they were currently reading a book, 37 percent bought it and 33 percent borrowed it from the library. These trends are similar across all sex and age groups except the over 55-years-

quently than they do a library. In 1988, 62 percent of the population indicated they went to the public library up to ten times or more during 1988, while the remaining 38 percent did not visit a library at all. In comparison, 76 percent of the population had been to a bookshop in 1988 and 24 percent had not.

Still, as a source for getting books, the library remains a favorite. Over one-third of the population borrowed at least one book from the library ten times or more in 1988. This compares to only 18 percent of the population that bought a book for themselves more than ten times in that year.

Deborah Selsky is an economist with Cahners Economics, which provides industry analyses and forecasting services for the markets its magazines serve

Are cocktail hour comparisons of library and information science education programs valid?

The Most Productive Faculty

By Danny P. Wallace

ANY OBSERVER of the library and information science education scene is familiar with the seemingly endless discussion of which schools are best and what makes them so. The library press frequently carries commentaries, analyses, and rankings. Quality assessment and comparison is a common topic, both formally and informally, at the annual meeting of the Association for Library and Information Science Education (ALISE).

Although it is clear that faculties are expected to perform in many arenas, including teaching and public service, the criterion for comparison that is most often discussed, extolled, and reviled is the productivity of faculty members as represented by their publication records. Wilson has argued convincingly that research and publication are the most important activities of schools of library and information science, and that researchers and writers provide the most visibility for a school.

In contrast to teaching, research produces "a highly visible product that can be evaluated externally by members of a discipline or a field." Furthermore, the prestige associated with research and publication "accrues even to the benefit of faculty members who themselves produce no research and no writing."[1] Heim has suggested that research and publication are essential components of the "normative university model."[2] There have been several quantitative studies of library and information science faculty publication and citation, each with its own strengths and weaknesses.[3]

The study presented here was inspired by two sets of remarks made by speakers and members of the audience at a preconference on promotion and tenure at the 1989 ALISE meeting. These remarks led to the development of a new approach to assessing publication output.[4]

Conforming to institutional demands

The first set of remarks revolved around the notion that publication expectations may differ according to the type of institution with which a school is affiliated; that is, some institutions are more research oriented than others, and the publication activities of library and information science educators will conform to the demands of the institution. This idea has been mentioned in passing by Daniel.[5]

It was implied by several individuals at the ALISE conference that there is substantial uniformity within each of these two categories; that is, schools in research institutions are much alike, as are schools in nonresearch institutions. If it is indeed true that there are differences in schools associated with both research and nonresearch institutions, then previous studies that have compared publication productivity for all schools have apparently been comparing apples and oranges.

To avoid that problem, this study presents data only for schools associated with institutions that have been assigned the Carnegie Foundation's ranking of "Research Universities I."[6] Although one would expect some variation within this category, the notion that all institutions covered are considered highly research oriented should help avoid the apples and oranges problem.

Research and doctoral programs

The second set of remarks suggested that schools that offer doctoral programs are more conducive to faculty research and publication than those that do not. Bobinski found that at least some deans of schools with doctoral programs felt that the doctoral program "pushed faculty to do more research."[7]

If there is truly a difference between schools that offer doctoral programs and those that do not, it could be expected to be particularly obvious among those schools that all share the same research orientation; that is, any variations in the publication records of schools at Research I institutions could be expected to be a function of the presence or absence of a doctoral program.

Of the 20 schools of library and information science at Research I institutions, 13 offer Ph.D. programs, while seven do not. The major questions addressed by this study are:

- How uniform is the recent publication record of schools of library and information science in research universities?
- Is there a difference in the publication records of schools that offer a doctoral program and those that do not?

Sources of this data

The data used in comparing schools were drawn from the online version of Library Literature, searched on Wilsonline. Library Literature online provides access to publications from late 1984 to the present, for a total of about four years of data. This means that the data are not comprehensively retrospective, but since the ongoing productivity of a school is probably of more interest than its historical pro-

Danny P. Wallace is Associate Professor, School of Library and Information Science, Louisiana State University, Baton Rouge

Faculty Size and Publication Data for Schools of Library and Information Science Affiliated with Carnegie Research I Institutions

Institution	No. of Faculty[1]	Total Publications[2]	Publications per Faculty Member[3]	Doctoral Program?[4]
Arizona	9	41	4.56	No
California–Berkeley	12	39	3.25	Yes
California–Los Angeles	12	69	5.75	Yes
Columbia	12	30	2.50	Yes
Hawaii	7	58	3.29	Yes
Illinois	12	71	5.92	Yes
Indiana	15	108	7.20	Yes
Iowa	6	36	6.00	No
Kentucky	12	31	2.58	No
LSU	8	73	9.13	No
Maryland	13	29	2.23	Yes
Michigan	10	61	6.10	Yes
Missouri	9	28	3.11	No
North Carolina–Chapel Hill	12	67	5.58	Yes
Pittsburgh	29	74	2.41	Yes
Rutgers	16	90	5.63	Yes
Tennessee	8	17	2.13	No
Texas	13	52	4.00	Yes
Washington	10	34	3.40	No
Wisconsin–Madison	11	66	6.00	Yes
Total	236	1074		
Mean	12	54	4.55	
Total, schools with doctoral programs	174	814		
Mean, schools with doctoral programs	13	63	4.68	
Total, schools without doctoral programs	62	260		
Mean, schools without doctoral programs	9	37	4.19	

1 Faculty listings as given in the 1987-88 directory issue of *Journal of Library and Information Science* were updated and corrected by telephone calls placed to the schools

2 From online searches of Library Literature conducted February 27, 1989

3 Derived by dividing Total Publications by Number of Faculty

4 From *Graduate Library Education Programs Accredited by the American Library Association Under Standards for Accreditation*, 1972. ALA/COA, Oct. 1988

ductivity, the coverage provided by Library Literature online seems very appropriate.

To ensure that schools were adequately represented, the 20 schools were contacted by telephone and asked to verify or correct their faculty listings in the most recent directory issue of *Journal of Education for Library and Information Science*. Data were gathered only for faculty members identified as being full-time and at the ranks of assistant professor, associate professor, or professor. Part-time, adjunct, and visiting faculty and faculty in nonprofessorial ranks were excluded on the grounds that they frequently are not required to meet the same productivity standards as full-time tenure-track faculty.

Every effort was made to accommodate individuals who have experienced name changes or who have published under differing versions of their names. Book reviews were excluded on the grounds that they are primarily service publications; all other types of publications were included in the publication counts. The counts represent publication as an ac-

tivity rather than an object: if a publication was indexed as being authored by two or more faculty members, each received publication credit.

The question of uniformity

The question of uniformity among schools in Research I institutions was addressed by tabulating faculty publications for each school. Total publication varied considerably, from a low of 17 to a high of 108, with a mean of 54. The total publication output of a school is an important consideration, since the perception of a school held by the profession may be in part a function of the frequency with which the name of the school is encountered in print.

Total publication is deceptive, however, in that it is very closely tied to the sizes of the schools. At the extremes, Pittsburgh, with a faculty of 29, has a readily apparent advantage over Iowa's six-person faculty. The correlation between faculty size and total publication (r = .42) is only moderate but indicates a clear if not totally consistent relationship between size and publication output.

To account for this variation in size, a figure for the average number of publications per faculty member was calculated by dividing the total number of publications by the number of faculty members for each school. This figure ranged from 2.13 to 9.13, with an overall mean of 4.55, again a substantial variation. There is actually a slight negative correlation between faculty size and the mean number of publications per faculty member (r = .31).

The conclusions are obvious: publication output is not consistent for schools associated with Research I institutions, and the larger schools do not necessarily have more-productive faculty members.

"Book reviews were excluded on the grounds that they are primarily service publications; all other[s] . . .were included"

Doctoral vs. nondoctoral

The publication data were divided into two groups to address the issue of whether Research I schools that offer doctoral programs are different from those that do not. The 13 doctoral granting schools as a group produced 814 publications, compared to 260 for the seven nondoctoral schools. The mean number of publications for schools offering doctoral programs was 63, compared to 37 for nondoctoral schools.

This difference, however, is also deceptive, since the doctoral schools as a group have 174 faculty members, compared to 62 for the nondoctoral schools. The mean faculty size for doctoral schools is 13 and that for nondoctoral schools is only nine.

If a doctoral program truly does act as an incentive to faculty research, it can be expected that individual faculty members in schools with doctoral programs will, on the average, be more productive than those in nondoctoral schools. The number of publications per faculty member was 4.68 for the doctoral schools and 4.19 for the nondoctoral schools, a difference that is surely too small to be considered meaningful. Again, the conclusions are easily drawn: the Research I schools that offer doctorates have, as a group, much larger faculties than those that do not, but their average publication per faculty member is no greater.

It is readily apparent that the answers to both questions raised above are negative. The publication output of the schools in Research I institutions is not at all uniform, and there is no appreciable difference between the average number of publications per faculty member of the Research I schools that offer doctorates and those that do not.

There are still some open questions, such as how schools in Research I institutions compare to schools in other institutions, but the two sets of remarks that led to this study appear to be of questionable validity. Why these venerable tenets of cocktail hour comparisons of programs of library and information science education are not valid is another question, one that will have to wait for further examination.

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6. *A Classification of Institutions of Higher Education*. Carnegie Foundation for the Advancement of Teaching, 1987. Institutions in the Research Universities I category are defined as follows: "These institutions offer a full range of baccalaureate programs, are committed to graduate education through the doctorate degree, and give high priority to research. They receive annually at least $33.5 million in federal support and award at least 50 Ph.D. degrees each year (p. 7).
7. Bobinski, George S., "Doctoral Programs in Library and Information Science in the United States and Canada," *Library Trends*, Spring 1986, p. 712.

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6-18—Library Administrators Development Program Twenty-Fourth Annual Session, University of Maryland. Director: Dr. John Rizzo, Professor of Management, Western Michigan University. Sessions will concentrate on the principal administrative issues for senior managers, strategic planning and management by objectives, leadership, employee motivation, individual and group decision making, performance appraisal, conflict management, financial planning and analysis, marketing, and managing change. Contact: Rosemary Miller, Administrative Assistant, Library Administrators Development Program, College of Library and Information Services, University of Maryland, College Park, MD 20742; 301-454-6080.

8-10—New York Home Video Show, New York Passenger Ship Terminal. Exposition and seminar program for producers, distributors, mass merchandisers, and retailers of home video programs. Contact: Debbie Rotolo, Knowledge Industry Pubns., 701 Westchester Ave., White Plains, NY 10604; 914-328-9157 or 800-248-KIPI.

9-11—The National Library History Seminar, Bloomington, Ind. Theme: "Reading and Libraries." Guest speakers: Harvey J. Graff, an authority on history/philosophy of literacy; Carl F. Kaestle, historian of American education. Fee: $125. Contact: Dr. Donald G. Davis Jr., Austin, TX, 512-471-3821

10-11—Maryland Library Association, Hunt Valley Inn, Baltimore. Theme: "MLA—The Next Generation; Launching a New Decade." Contact: Shirley Peck, Catonsville Community College, 800 S. Rolling Rd., Catonsville, MD 21228; 301-887-6177.

14—New York Professional Development Seminar, Sixty East Club, 60 E. 42nd St., New York. Theme: "Book Indexing: Principles and Techniques." Taught by: Dr. Bella Haas Weinberg, Associate Professor, Division of Library and Information Science, St. John's University. Fee: $75 including lunch, coffee breaks, and handouts. Contact: Dr. Emmett Corry, Director, Division of Library and Information Science, St. John's University, Jamaica, NY 11439; 718-990-6200.

18-21—Association of Architectural Librarians National Conference, Houston. Contact: Laura Dickinson, Gensler & Associates Architects, 700 Louisiana St., Suite 900, Houston, TX 77002.

23-24—The Vermont Library Conference Committee, Sheraton Conference Center, Burlington. Offers seminar on desktop publishing and tour of Burlington-area libraries to view computer-based systems applications. Contact: Joan Robinson, Planning Committee Chair, Ilsley Public Library, Middlebury, VT 05753; 802-388-4095.

30-31—University of Wisconsin-Madison School of Library and Information Studies Conference, The Wisconsin Center, Madison. Theme: "Library Services for the New Majorities: Improving Services to African, Asian, Hispanic and Native Americans." Speakers: Representative Major R. Owens (D-N.Y.), keynote Professor Caleb Rosado, and Mary Carter Smith (African folklorist). Workshop topics include: "Finding the New Majorities in Library Catalogs," "Family Literacy Activities," "Designing a Community Analysis," etc. Contact: Linda Mundt, University of Wisconsin-Madison, School of Library and Information Studies, 600 N. Park St., Madison, WI 53706; 608-263-4452.

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American Association of Law Libraries: Minneapolis, Jun. 16-21; New Orleans, Jul. 21-24, 1991.

American LA: Chicago, Jun. 23-28; Atlanta, Jun. 29-Jul. 4, 1991. **Midwinter:** Chicago, Jan. 12-17, 1991.

American Society for Information Science: Toronto, Nov. 4-8

American Theological LA: Evanston, Ill., Jun. 25-30.

Association of College and Research Libraries: Phoenix, Apr. 1-4, 1992.

Canadian LA: Ottawa, Ontario, Jun. 13-17.

Church and Synagogue LA: Portland, Oreg., Jul. 1-3.

International Association for Social Science Information Service and Technology: Poughkeepsie, N.Y., May 30-Jun. 3.

International Conference of Judaica and Israeli Librarians: Jerusalem, Jul. 3-5.

International Federation of Library Associations and Institutions: Stockholm, Sweden, Aug. 18-24.

Medical LA: Detroit, May 18-24.

Public LA: San Diego, Mar. 20-23, 1991.

Sixth National Bookmobile Conference: Columbus, Ohio, Jun. 3-5.

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White House Conference on Library and Information Services: Washington, D.C., Jul. 9-13, 1991.

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